DOCUMENT RESUME

ED 440 479 EC 307 760

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TITLE	Transition Personnel Preparation Projects, 1992. Supported by the Division of Personnel Preparation, Office of Special Education Programs, U.S. Department of Education.
INSTITUTION	Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE	1993-08-30
NOTE	61p.
PUB TYPE	Reference Materials - General (130)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Delivery Systems; *Disabilities; *Education Work Relationship; Federal Aid; *Grants; Program Descriptions; Secondary Education; Training; *Transitional Programs
IDENTIFIERS	*Office of Special Educ Rehabilitative Services

ABSTRACT

This document is a catalog of approximately 50 projects concerned with the transition from school to work of students with disabilities and sponsored by the Division of Personnel Preparation (DPP) of the Department of Education's Office of Special Education and Rehabilitative Services for the fiscal year 1992. The introduction notes that these transition training programs vary widely in terms of the roles that personnel is being prepared for, whether a specific disability is targeted, level of training program, special population to be recruited or served, and the service delivery model. A chart tracks numbers of new transition training grants by year (since 1984) and by DPP competition. Another chart lists grant recipients and projects by state and institution. Each project abstract typically contains information on the following: grantee, project director, telephone number, grant number and period, grant amount, grant title, and overview of the project (goal, objectives, content, methodology, expected outcomes, and evaluation plan). (DB)

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ED 440 479

1992 Transition Personnel Preparation Projects

Supported by

The Division of Personnel Preparation
Office of Special Education Programs
U.S. Department of Education

August 30, 1993

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Introduction

This document presents abstracts of Transition Projects supported by the Division of Personnel Preparation (DPP) in fiscal year 1992.

The types of projects included have been broadly construed as projects preparing personnel for any role at the secondary level or beyond. Thus, projects preparing secondary special educator or correctional education personnel are included even through they may not mention transition.

The types of transition training programs included in this document vary widely in terms of roles personnel are being prepared for, whether a specific disability is targeted, level of training program, special population to be recruited or served, and sometimes service delivery model.

Roles

The majority of these projects prepare transition services specialists, either for students with mild disabilities, severe disabilities, or the full spectrum. Other roles are occupational therapists, therapeutic recreators, rehabilitation counselors, vocational special needs personnel, related services personnel, physicians, school guidance counselors and adjudicated youth teachers. Projects related to secondary regular education have also been included.

Disabilities

Transition projects usually do not specify a disability area but often do specify mild or severe disabilities or the full spectrum. A few projects included here have specified a disability such as traumatic brain injury or serious emotional disturbance.

Level of Training

The most majority of projects presented train personnel at the master's degree level. Three projects prepare personnel at the doctoral degree level and one prepares personnel at the paraprofessional level.

Models

Several of the projects prepare personnel in light of certain service delivery models including peer coaching, interdisciplinary team, inclusive education, video-disk based education, or teach-prep programs.

Special Populations

A few of the projects include content related to minority groups or rural areas.

The chart following displays the number of transition personnel preparation (including related programs) funded by the Division of Personnel Preparation since 1984, when Transition was first announced as a priority for DPP by former Assistant Secretary Madeline Will.

The Division no longer funds transition projects under a separate transition priority, but rather funds transition projects under almost all DPP priority areas (the exception is the Early Childhood priority).

NEW TRANSITION TRAINING GRANTS - BY YEAR, BY COMPETITION
(INCLUDING SECONDARY, POST-SECONDARY, CORRECTIONS, VOCATIONAL EDUCATION, AND TRANSITION RELATED SERVICES)

FISCAL YEAR	84	85	86	87	88	89	90	91	92
DPP COMPETITION									
SPECIAL EDUCATOR	13	14	21	16	17	12	8	12	8
RELATED SERVICES	2	4	4	9	5	3	3	2	7
MINORITY	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
TRANSITION	9	-	-	13	6	7	11	-	-
LOW INCIDENCE	-	-	-	-	-	-0-	-0-	-0-	8
LEADERSHIP	1	1	2	2	1	3	-0-	2	4
RURAL	-0-	-0-	3	1	-0-	-0-	1	-	-
SEA	4	1	-0-	2	4	-0-	-0-	-0-	-0-
SPECIAL PROJECTS	3	2	5	5	1	3	3	2	7
PARTNERSHIPS	-	-	-	-	-	-	-	-	1
NUMBER OF GRANTS	32	22	35	48	34	28	26	18	35

TRANSITION PROJECTS ACROSS ALL COMPETITIONS, BY STATE
OSEP DIVISION OF PERSONNEL PREPARATION (DPP) FISCAL 1992

The following list displays the recipient, brief description, project number, competition topic code (in parentheses), and address of the recipient of each transition personnel preparation grant award funded by DPP for fiscal 1992. This list shows these grantees in groups that reflect the state in which the recipient is located. Transition grantees in all competitions are shown for each state.

To show the DPP competition in which each project was funded, the following abbreviations appear in parentheses (along with a state abbreviation or a state/numerical abbreviation). The abbreviations that appear in parentheses in the following list represent the following competitions.

- **Careers92**. Projects for preparation of personnel for careers in special education for fiscal 1992.
- **Leadership92**. Projects for preparation of leadership personnel.
- **LowIncid92**. Projects to prepare personnel to provide services for students with low-incidence disabilities.
- **Minority92**. Projects in the DPP Minority Institutions competition.
- **Partners92**. Projects in the competition for Professional Development Partnerships.
- **Preschool92**. Projects preparing personnel to serve infants, toddlers, and preschoolers with disabilities or at risk.
- **RelServ92**. Projects for the preparation of related services personnel.
- **SpProj92**. Awards in the first Special Projects competition for fiscal 1992.
- **2ndSpProj92**. Awards in the second Special Projects competition for fiscal 1992, which featured three invitational priorities: attention deficit disorders, interpreters, and the National Education Goals.

CALIFORNIA

• UNIVERSITY OF SOUTHERN CALIFORNIA-LOS ANGELES. Preparation of occupational therapists in a culturally sensitive transitional curriculum. H029F20073 (RelServ92-CA2). *Florence Clark, Department of Occupational Therapy, University of Southern California, Building 30, 12933 Erickson Avenue, Downey, CA 90242; 213/342-2850.*

DISTRICT OF COLUMBIA

• GEORGE WASHINGTON UNIVERSITY. Adjudicated youth/special education program. H029B20103. (Careers92/DC). *Carol Kochhar, Department of Teacher Education and Special Education, 524 Funger Hall, George Washington University, 2201 G Street NW, Washington, DC 20052; 202/994-1536.*

• GEORGE WASHINGTON UNIVERSITY. Master's training and development program for special educators and related services personnel. H029A20045 (LowIncid92/DC2). *Carol Kochhar, Department of Teacher Education and Special Education, 524 Funger Hall, The George Washington University, 2201 G Street NW, Washington, DC 20052.*

• GEORGE WASHINGTON UNIVERSITY. Transition and secondary education. H029D20083. (Leadership92/DC). *Carol Kochhar, Department of Teacher Education and Special Education, 524 Funger Hall, George Washington University, 2201 G Street NW, Washington, DC 20052; 202/994-1536.*

FLORIDA

• FLORIDA STATE UNIVERSITY. The Florida Transition Education and Assistance Network. H029B20281. (Careers92/FL1). *Bruce M. Menchetti, Department of Special Education, 209 MCH, Florida State University, Tallahassee, FL 32306.*

• UNIVERSITY OF FLORIDA. Leaders in transition education. H029D20072. (Leadership92/FL2). *Stuart Schwartz, Department of Special Education, Norman* Hall, University of Florida, Gainsville, FL 32610.

GEORGIA

• UNIVERSITY OF GEORGIA. Therapeutic recreation specialists, with an emphasis on transition services. H029D20107. (Leadership92/GA). *John Datello, Department of Special Education, Aderhold Hall, University of Georgia, Athens, GA 30602.*

• UNIVERSITY OF GEORGIA. Training of transitional therapeutic recreation specialists. H029F20100 (RelServ92-GA). *Linda B. Allen, Therapeutic Recreation Department, University of Georgia, Athens, GA 30602; 404/542-5939.*

• UNIVERSITY OF GEORGIA. Master's preparation of special educators through an interdisciplinary program of secondary transitional programming. H029B20072.

(Careers92/GA). *Phil McLaughlin, Department of Special Education, 570 Aderhold Hall, University of Georgia, Athens, GA 30602.*

HAWAII

• UNIVERSITY OF HAWAII. Development of a model restructuring process impacting secondary school personnel working with youth who have disabilities. H029K20313 (2ndSpProj92-HI). *University Affiliated Program, University of Hawaii, Honolulu, HI 96822.*

ILLINOIS

• NORTHERN ILLINOIS UNIVERSITY. Preparation of teachers for adolescents with serious emotional disturbance. H029A20079. (LowIncid92/IL3). *Michael Epstein, Department of Educational Psychology, Counseling and Special Education, 237 Graham Hall, Northern Illinois University, DeKalb, IL 60115.*

• SOUTHERN ILLINOIS UNIVERSITY. Development of a staff development program to train secondary regular and special educators in collaborative skills. H029K20382. (2ndSpProj92-IL). *Regina Fokey, Department of Special Education, Pulliam Hall, Southern Illinois University, Carbondale, IL 62901.*

INDIANA

• INDIANA UNIVERSITY-PURDUE. Partnership training of professionals to teach students with severe disabilities. H029A20040. (LowIncid92/IN1). *Department of Special Education, Indiana University-Purdue, 902 West New York Street, Indianapolis, IN 46204.*

• PURDUE UNIVERSITY. Training personnel to serve students with multiple, severe, and other low-incidence disabilities. H029A20025. (LowIncid92/IN2). *Department of Educational Studies, Building E, Southwest Campus Court, Purdue University, West Lafayette, IN 47907.*

IOWA

• DRAKE UNIVERSITY. Establishment of a new master's degree program leading to certification in collaborative teaching at the secondary level. H029B20090. (Careers92/IA1). *Marion Panyan, School of Education and Human Services, Drake University, Des Moines, IA 50311.*

KANSAS

• ASSOCIATED COLLEGES OF CENTRAL KANSAS. Recruitment of students into the secondary-transition/mild disabilities program offered through the Associated Colleges of Central Kansas. H029B20028. (Careers92/KS1). *Jeannie Kleinhammer-Tramill, Associated Colleges of Central Kansas, 105 East Kansas Avenue, McPherson, KS 67460.*

• UNIVERSITY OF KANSAS. Development of a model to assist teacher trainers in preparing middle and secondary teachers to meet the instructional needs of students with mild disabilities enrolled in regular classroom settings. H029K20071. (SpProj92-KS2). *J. Schumaker, Kansas Institute for Research in Learning Disabilities, Haworth Hall, University of Kansas, Lawrence, KS 66045.*
Lawrence, KS 66045.

MARYLAND

• UNIVERSITY OF MARYLAND. Preparation of secondary special education teachers to provide transition instruction and services to students with mild, moderate, and severe disabilities. H029B20108. (Careers92/MD2). *Sherril Moon, Department of Special Education, Benjamin Building, University of Maryland, College Park, MD 20742.*

MASSACHUSETTS

• ASSUMPTION COLLEGE. Preparation of rehabilitation counselors. H029F20086 *Worcester, MA 01615-0005; 508/755-0677.*

• EUNICE SHRIVER CENTER. Preservice training in transition services for special educators, vocational educators, supervisors, and administrators. H029B20123. (Careers92/MA). *Karen Gould, University Affiliated Program, Eunice Shriver Center, 200 Trapelo Road, Waltham, MA 02254.*

MICHIGAN

• WAYNE STATE UNIVERSITY. Training of various related services personnel in inclusive education and transition as part of an interdisciplinary team. H029F20039 (RelServ92-MI). *James Knoll, Department of Special Education, Wayne State University, Detroit, MI 48202; 313/577-2654.*

MINNESOTA

• UNIVERSITY OF MINNESOTA. Interdisciplinary training to prepare physicians and other health care professionals to work with special educators to improve services for young people with disabilities in the transition to adult roles. H029F20022 (RelServ92-MN1). *Robert Blum, Department of Pediatrics Center for Children with Chronic Illness and Disability, School of Medicine, University of Minnesota, Minneapolis, MN 55455; 612/626-2796.*

• UNIVERSITY OF MINNESOTA. Statewide rural preservice training program for paraprofessionals to serve students with moderate to severe disabilities. H029F20009

(RelServ92-MN2). *Richard Weatherman, Department of Psychoeducational Studies, Burton Hall, University of Minnesota, Minneapolis, MN 55455; 612/626-8394.*

• UNIVERSITY OF MINNESOTA. Interdepartmental transition specialist training program. H029B20091. (Careers92/MN). *James Brown, Special Education Program, Department of Educational Psychology, Burton Hall, University of Minnesota, Minneapolis, MN 55455.*

NEVADA

• UNIVERSITY OF NEVADA-RENO. Project PRESS (Preparing Educators of Students with Severe Disabilities). H029A20083. (LowIncid92/NV). *Special Education Program, Department of Curriculum and Instruction, College of Education, University of Nevada-Reno, Reno, NV 89557.*
Disorders, University of New Mexico, Albuquerque, NM 87131.

NEW YORK

• CITY UNIVERSITY OF NEW YORK. New York State consortium to promote the development of curricular and programmatic initiatives in the area of developmental disabilities. H029C20051. (Partners92/NY). *William Ebenstein, Office of Academic Affairs, City University of New York, 535 East 80th Street, New York, NY 10021; 212/794-5486*

• LONG ISLAND UNIVERSITY-C.W. POST CENTER. Master's training with a concentration in the education of children and youth with autism. H029A20037. (LowIncid92/NY2). *Department of Special Education and Reading, School of Education, Long Island University, C. W. Post Center, Greenvale, NY 11548.*

• NEW YORK MEDICAL COLLEGE. Preservice training on transition for students with severe disabilities. H029A20032. (LowIncid92/NY3). *Linda Backus, Graduate School of Health Sciences, New York Medical College, 1249 Fifth Avenue, New York, NY 10029.*

NORTH CAROLINA

• NORTH CAROLINA STATE UNIVERSITY. Preparation of secondary teachers of students with serious emotional disturbance. H029A20093. (LowIncid92/NC). *Douglas Cullinan, Department of Curriculum and Instruction, College of Education, North Carolina State University, Raleigh, NC 27695-7801.*

OREGON

* UNIVERSITY OF OREGON. Development of referral and evaluation procedures for education and rehabilitation professionals. H029K20060. (SpProj92-OR2). *Michael Benz, Division of Teacher Education, University of Oregon, Eugene, OR 97520.*

UTAH

* UNIVERSITY OF UTAH. Exemplary programs, research, and teaching. H029D20010. (Leadership92/UT). *Department of Special Education, College of Education, Milton Bennion Hall, University of Utah, Salt Lake City, UT 84112.*

VIRGINIA

* VIRGINIA COMMONWEALTH UNIVERSITY. Training to assist teacher educators in incorporating intervention strategies to be used with secondary students with mild disabilities and at-risk youth served in regular classrooms and vocational settings. H029K20142. (SpProj92-VA3). *Judy Wood, Department of Special Education, Virginia Commonwealth University, Richmond, VA 23284; 804/257-1305.*

WASHINGTON

* UNIVERSITY OF WASHINGTON. Development of a videodisc supported vocational transition component for secondary special education teacher preparation programs. H029K20385. (2ndSpProj92-WA). *James Affleck, Department of Special Education, 103 Miller Hall, DQ-12, Seattle, WA 98195.*

WEST VIRGINIA

* WEST VIRGINIA UNIVERSITY. Training of school guidance counselors and rehabilitation counselors. H029F20087 (RelServ92-WVA). *Wilfred D. Wienke, Department of Special Education, College of Education, West Virginia University, Morgantown, WVA 26506; 304/293-4142.*

WISCONSIN

* UNIVERSITY OF WISCONSIN-MADISON. Profiles of exemplary Tech Prep programs that enroll and graduate current and former special education students H029K20310. (2ndSpProj92-WI). *John Gugerty, Center for Education and Work, 964 Education Sciences Building, University of Wisconsin-Madison, 1025 West Johnson Street, Madison, WI 53706; 608/263-3415.*

ABSTRACTS

DPP TRANSITION GRANTS

UNIVERSITY OF SOUTHERN CALIFORNIA: Related Services Project, FY 92

H029F20073 (RelServ92-CA2)

PREPARATION OF OCCUPATIONAL THERAPISTS IN A CULTURALLY SENSITIVE TRANSITIONAL CURRICULUM

Los Angeles, CA -- This project is intended to establish a four-year grant program designed to train preservice master's level occupational therapy students to develop and implement transition programming for elementary school students with severe disabilities. The program will include the establishment of a culturally sensitive transitional curriculum within a mainstreamed school setting (Loara Elementary School) which serves a predominantly minority student population.

Sixteen preservice occupational therapists will engage in a combination of training practica and academic coursework that features the following fivefold focus:

* Consultation and planning of a continuum of services;
* Provision of services to elementary school children with disabilities;
* Exposure to a lifelong continuum of services perspective;
* Utilization of the least restrictive environment; and
* Sensitivity to ethnic and cultural diversity in the development and implementation of treatment.

CONTACT: Florence Clark, Department of Occupational Therapy, University of Southern California, Building 30, 12933 Erickson Avenue, Downey, CA 90242; 213/342-2850.

GEORGE WASHINGTON UNIVERSITY: Careers in Special Education Project, FY 1992

H029B20103 (Careers92/DC)

ADJUDICATED YOUTH/SPECIAL EDUCATION PROGRAM

Washington, DC -- In the past decade, research has consistently revealed high incidences of disabilities among juvenile offenders. A disproportionate number of youth with disabilities, ranging from 23 percent to 42 percent, have been identified in the juvenile correctional population, as compared with 10.6 percent in the general population. Recent research has also demonstrated a link between juvenile delinquency and learning disabilities.

Since 1983, the GWU Department of Teacher Preparation and Special Education has operated the Adjudicated Youth/Special Education Program to prepare individuals who already have backgrounds in special education, juvenile justice, psychology, sociology, or vocational education. This 42-hour master's level program of study provides a knowledge base in both special education programming and juvenile justice, uses an interdisciplinary approach, and incorporates special education skills training with coursework on law and criminology, forensic science, and psychology. In addition to the master's level program of study, a 33-hour Educational Specialist program is added to address competencies in administration and coordination of correctional education programs, program development and evaluation.

Required internships are conducted in such settings as juvenile and adult correctional facilities; court system diagnostic units; local-state-federal agencies; and advocacy organizations. The program prepares professionals to work with adjudicated youth with disabilities in the following roles: special education diagnostician, correctional/special education classroom teacher, liaison/coordinator of transitional services between juvenile corrections and the public schools, advocate for vocational and special education services, and program specialist/coordinator.

New program emphasis to be undertaken in the current project include:

- New coursework in social-cognitive strategies for correctional special education;
- A focus on transition supports, community re-entry, and interagency services coordination;
- A focus on interdisciplinary programming and career/vocational services;
- Professional "internships for innovation" designed to engage students directly in actual innovation and change in correctional education settings; and

- New coursework in planning and evaluation of educational services for adjudicated youth.

This project will train 30 participants over a four-year period, and will aggressively recruit students from under-represented groups. The university will contribute 50 percent tuition discounts for each student and a "dropout prevention" waiver of tuition for students who have not completed courses by the close of the cycle.

CONTACT: Carol Kochhar, Department of Teacher Education and Special Education, 524 Funger Hall, The George Washington University, 2201 G Street NW, Washington, DC 20052; 202/994-1536.

H029A20045 (LowIncid92/DC2)

MASTER'S TRAINING IN TRAUMATIC BRAIN INJURIES: SPECIAL EDUCATORS AND RELATED SERVICES PERSONNEL

Washington, DC -- The purpose of this project is to design and offer a master's level training program to prepare teachers and related services personnel to provide appropriate educational services for students with traumatic brain injury. This program will offer educators an opportunity to specialize in traumatic brain injury with emphasis in one of four role areas:

1. Assessment and diagnostic specialist.
2. Educational planner and developer.
3. Transition/interagency services specialist.
4. Cognitive remediation specialist/technologist.

The project will also provide practitioners with competencies to enhance their current role or scope of responsibilities and improve the quality of services for TBI students.

Thirty students will be served over a four-year period (20 master's level and 10 Educational Specialist level). The project also aims to aggressively recruit students from under-represented groups. The University is devoting substantial resources to the project, including: (a) 50 percent tuition discounts for each student; (b) a "dropout prevention" waiver of tuition for students who have not completed courses by the close of the grant cycle; and (c) a reduced off-campus tuition rate.

The curriculum content for the program enables participants to gain a comprehensive knowledge base and field experience necessary to the appropriate delivery of educational services for TBI students. Participants will develop expertise in: academic and vocational assessment; identification of appropriate instructional strategies and programs; design of innovative curricula and coordination of transition services. Course content integrates the roles of relevant agencies, begins with transition from hospital to school environments, and includes postsecondary planning, extended employment support, and transition to independent living.

CONTACT: Carol Kochhar, Department of Teacher Education and Special Education, 524 Funger Hall, The George Washington University, 2201 G Street NW, Washington, DC 20052.

THE GEORGE WASHINGTON UNIVERSITY: Leadership Project, FY 92

H029D20083 (Leadership92/DC)

LEADERSHIP 2000: PREPARING FOR INNOVATION--DOCTORAL LEADERSHIP TRAINING FOR SPECIAL EDUCATORS IN SECONDARY EDUCATION AND TRANSITION

Washington, DC -- This 69-hour interdisciplinary doctoral leadership training program will match the interagency requirements built into the reauthorized IDEA and Perkins Acts. It anticipates the training of 20 doctoral leadership students (12 full time and 8 less than full time) over a five-year period to fill new and emerging roles created by recent legislative mandates and to strengthen existing leadership roles related to vocational special education and transition. The program provides preservice training for leadership roles related to secondary special education and transition, including special education administrators and supervisors, transition specialists and coordinators, interagency liaisons, and policy specialists and advocates.

The program combines an interdisciplinary doctoral leadership training curriculum in secondary special education with year-long internships in public service roles in educational settings (or "internships in innovation"). This approach is based on the assumption that, along with content knowledge and skills in design and management of educational programs for special needs students, adequate preparation of educational leaders requires (a) interdisciplinary course work and knowledge of interagency collaboration in service delivery, and (b) guided participation in educational innovation and change within urban school systems and other public service settings.

The project will aggressively recruit students from under represented groups. The university will devote substantial institutional resources to the project, including 50 percent tuition discounts for each students and a "dropout prevention" waiver of tuition for students who have not completed courses or dissertation research by the close of the cycle. The Department of Teacher Education and Special Education will offer an extensive combination of academic and social supports for participants to ensure the successful completion of doctoral course work, professional experiences, and dissertation research. These include doctoral program orientation, participation of faculty mentors, academic support seminars, professional writing clinics conducted by faculty, support services for students with disabilities, peer support groups, and computer skills training opportunities. This level of student support will increase the chances of a 100 percent completion rate.

The program brings together the faculty from the Departments of Special Education, Rehabilitation Counseling, and Educational Leadership, and will conduct a series of field-based content validation and graduate follow-up studies that will be shared with the field.

CONTACT: Carol Kochhar, Department of Teacher Education and Special Education, 524 Funger Hall, The George Washington University, 2021 G Street, NW, Washington, DC 20052; 202/994-1536.

FLORIDA STATE UNIVERSITY: Careers in Special Education Project, FY 1992

H029B20281 (Careers92/FL1)

THE FLORIDA TRANSITION EDUCATION AND ASSISTANCE NETWORK

Tallahassee, FL -- The passage of the Individuals with Disabilities Education Act of 1990 (IDEA) has greatly expanded Florida's transition initiative. Section 602 of IDEA requires that local school districts include transition planning as part of the annual IEP process for special education students, beginning no later than age 16 (or, when appropriate, age 14). This means that local districts will be accountable for planning, providing and evaluating transition services for a much large group of students than ever before.

A "transition specialist" approach to transition may no longer be functional, given the expanded transition focus of IDEA. Many more special education and related service professionals will have to become knowledgeable about, and involved with, transition planning and service provision in order to provide effective transition services to all individuals with disabilities.

The Florida Transition Education and Assistance Network (FL-TEAN) provides competency based transition, instructional technology, and assistive technology training to personnel assisting youth with disabilities in their transition from school to adult roles. Over the four-year funding period, the project will provide incentives for 40 graduate students to complete 18 hours of coursework and field-based practicum experiences as part of a master's level degree program.

In addition, FL-TEAN will train 40 unqualified personnel currently working with youth with disabilities in select transition and technology competency areas that are the equivalent of 6 credit hours. Finally, the project will provide 8 clock hours of competency-based teleconference training to at least 180 individuals throughout the state. In total, Fl-TEAN will provide various levels of competency-based transition and technology training to at least 260 individuals. Training incentives, summer institutes, and the application of interactive technology will be the major strategies used by the project to recruit and prepare personnel.

CONTACT: Bruce M. Menchetti, Department of Special Education, 209 MCH, Florida State University, Tallahassee, FL 32306.

H029D20072 (Leadership92/FL2)

PROJECT LITE: LEADERS IN TRANSITION EDUCATION

Gainesville, FL -- Federal funds will support, over a five-year period, a new doctoral training program in transition education in special education. Earlier the Department of Special Education at the University of Florida has offered a doctoral program in several areas of exceptionality, but not a program designed to train large numbers of doctoral students in the area of transition.

Project LITE will recruit and train approximately 10 to 12 doctoral students. In addition to the general requirements expected of all doctoral students, students in this project will be required to complete additional seminars and courses developed especially for this project. They will also complete a transition internship and several other field-based training activities. Moreover, students will participate in monthly topical meetings, produce a yearly monograph, and engage in other professional development activities.

CONTACT: Stuart Schwartz, Department of Special Education, Norman Hall, University of Florida, Gainesville, FL 32610.

UNIVERSITY OF GEORGIA: Leadership Project, FY 92

H029D20107 (Leadership92/GA)_____

DOCTORAL LEVEL TRAINING FOR THERAPEUTIC RECREATION SPECIALISTS WITH AN EMPHASIS ON TRANSITION SERVICES

Athens, GA -- The doctoral program in therapeutic recreation at the University of Georgia is intended to give therapeutic recreation professionals the ability to do credible research in their field, to interface with other human service educators (e.g., special education and social work), and to prepare their own students to take positions of responsibility in the field. For this purpose, federal support is used to fund three full time doctoral students for one academic year.

This doctoral program provides every doctoral student with "correlate" training in a discipline (such as psychology) to strengthen his/her academic foundation, and also provides coursework in related human service areas to extend the professional reach. By virtue of the interests and expertise of the faculty, the program places particular emphasis on the conditions that facilitate transitions of individuals with disabilities into greater participation in integrated settings.

The doctoral program involves therapeutic recreation professionals with other disciplines and other human service fields in acquiring a unique blend of competencies desired to "train the trainers" of those responsible for promoting the successful integration of persons with disabilities into fuller participation in community life.

The program of study involves intensive coursework and applied research project work with social science and human service faculty from across the university. Particularly important will be coursework and research opportunities related to developmental transitions and social integration, topics that transcend disciplinary boundaries and involve many faculty members at the University of Georgia. Trainees will be expected to have made substantial contributions to the field by the time they complete their doctoral programs.

CONTACT: John Datello, Department of Special Education, Aderhold Hall, University of Georgia, Athens, GA 30602.

UNIVERSITY OF GEORGIA: Related Services Project, FY 92

H029F20100 (RelServ92-GA)

TRAINING OF TRANSITIONAL THERAPEUTIC RECREATION SPECIALISTS

Athens, GA -- This initiative is intended to help alleviate the shortage of adequately trained master's level therapeutic recreation personnel, with special attention to interdisciplinary transition services for individuals with disabilities. The University of Georgia has developed, from its existing Therapeutic Recreation Program, a new direction. The primary transitions addressed in the new curriculum are those that people with disabilities attempt to make as they move from schools into work and young adulthood into older adulthood.

Students will develop competencies to facilitate meaningful transition into active community participation for people with all disabilities, and graduates will have met academic requirements for the national certifying examination in therapeutic recreation and the state licensure examination. Instruction will occur across a broad range of learning environments, from classroom instruction to supervised internships at Model Research Internship sites.

Five full-time master's students will be supported for one academic year as a result of funding for this project.

CONTACT: Linda B. Allen, Therapeutic Recreation Department, University of Georgia, Athens, GA 30602; 404/542-5939.

UNIVERSITY OF GEORGIA: Careers in Special Education Project, FY 1992

H029B20072 (Careers92/GA)_____

MASTER'S PREPARATION OF SPECIAL EDUCATORS IN SECONDARY TRANSITION PROGRAMMING (STP)

Athens, GA -- This project will prepare ten master's level special educators annually through an interdisciplinary program in secondary transitional programming. Students will be trained to serve as transition specialists. Five of the students will focus on transition services for students with mild disabilities, and the remaining five will focus on transition services for students with more severe problems.

This project will also accomplish the following four supporting objectives:

- To recruit students who are (a) individuals from under represented groups and individuals with disabilities; (b) individuals desiring to work in rural areas; and (c) individuals working with less than full certification or outside their field of specialization;

- To recruit additional students from related disciplines (e.g., rehabilitation counseling and vocational education) to enroll in STP courses as electives in their programs of study;

- To increase the quantity and quality of transition practicum experiences available to STP students;

- To develop and disseminate interdisciplinary instructional units based on the competencies in the STP program.

This training program defines the transition competencies needed by secondary special education teachers and includes increased field-based experiences in model secondary transition programs.

CONTACT: Phil McLaughlin, Department of Special Education, 570 Aderhold Hall, University of Georgia, Athens, GA 30602.

UNIVERSITY OF HAWAII: Special Project FY 92
(2nd Competition)

H029K20313 (2ndSpProj92-HI)_____

A MODEL RESTRUCTURING PROCESS IMPACTING SECONDARY SCHOOL PERSONNEL WORKING WITH YOUTH WHO HAVE DISABILITIES

Honolulu, HI -- This project will coordinate program improvement and personnel development outcomes through the development, field test, and evaluation of a model program restructuring process impacting secondary school personnel working with youth with disabilities. It is anticipated that outcomes generated from the project will have significant impact on (a) the relationship between school programs and university training programs, (b) the basis for determining competency for personnel working with youth with disabilities, and (c) technologies and approaches for conducting preservice and inservice training.

For the past two years, faculty at the Hawaii University Affiliated Program at the University of Hawaii have conducted preliminary development work to integrate personnel develop and program improvement outcomes with educators in secondary schools working with youth with disabilities. Preliminary work has spanned university training programs, state departments, and local education agencies in four states: Hawaii, California, Florida, and Minnesota -- and serves as the groundwork for this project's activities. Based on preliminary work, the goals of this project are as follows, as conceptualized and planned in a collaborative effort between the University of Hawaii, the Hawaii State Department of Education, and similar partnerships in the three other states.

1. To develop and pilot test a team program restructuring process (personnel preparation model programs), integrating personnel development and program improvement outcomes;
2. To field test and validate a team program restructuring process integrating personnel development and program improvement outcomes;
3. To evaluate the effectiveness and impact of participation within a team program restructuring process which integrates personnel development and program improvement outcomes;
4. To disseminate and replicate the effective elements of a team program restructuring process which integrates personnel development and program improvement outcomes;
5. To infuse and institutionalize the effective elements of a team program restructuring process within personnel training programs in general and special education impacting on students with disabilities.

CONTACT: University Affiliated Program, University of Hawaii, Honolulu, HI 96822.

NORTHERN ILLINOIS UNIVERSITY: Low Incidence Project, FY 92

H029A20079 (LowIncid92/IL3)

PREPARATION OF TEACHERS FOR ADOLESCENTS WITH SERIOUS EMOTIONAL DISTURBANCE

DeKalb, IL -- This project will prepare teachers for adolescents with seriously emotionally disturbed functioning. Selected students will take part in a one-year, full-time intensive experience leading to the master's degree and to needed skills and appropriate state certification.

The program's three features are mastery of competencies, extensive field experiences, and interagency collaboration. Ongoing monitoring and annual outcome checks are to be major aspects of evaluation.

Trainees will master 69 competencies built around ten teaching skill and knowledge areas needed for excellence in teaching adolescents with SED: assessment; behavior management; instruction; parent interaction; professional relations; administrative skills; interagency collaboration; facts and theories; mainstreaming; and personal-professional demeanor. Field experiences will be provided through three practicum courses. These field experiences are provided through a ten-month, 28-hour per week (total 900 contact hours) practicum experience in school programs for students with SED in mainstream and off-campus alternative settings. Trainees must practice and demonstrate achievement of competencies put forward in their methods courses and other courses to which the field experiences are keyed. Field experiences will take place in schools where SED adolescent students are receiving appropriate education.

In addition, the trainees will receive instruction and training in interagency collaboration with professionals from other disciplines. These experiences will involve planning, implementing, and evaluating interagency collaboration plans to provide community-based treatment for students with SED.

CONTACT: Michael Epstein, Department of Educational Psychology, Counseling and Special Education, 237 Graham Hall Northern Illinois University, DeKalb, IL 60115.

SOUTHERN ILLINOIS UNIVERSITY: Special Project FY 92
(2nd Competition)

H029K20382 (2ndSpProj92-IL)

INTERDISCIPLINARY COLLABORATION

Carbondale, IL -- This project will develop, implement, and evaluate a staff development program to train secondary school regular and special educators in collaborative skills. The components include:

- Development of collaboration skills, including skills and strategies for coordinating services with parents and families and community agencies;
- Development of a mutual knowledge and skill base inclusive of assessment, academic instructional strategies, and behavior management strategies; and
- Maintenance of staff development skills by training peer trainers to deliver designed training modules to current and future faculty members.

During Year 1, a series of needs assessment activities will determine the precise nature of the content to be included in the staff development program. The needs assessment will include (a) a national survey of the collaborative activities and training needs of educators, (b) direct observation of secondary school regular and special education teachers, (c) direct observation of planned collaboration activities (e.g., departmental meetings, multidisciplinary meetings), (d) interviews assessing the attitudes, instructional adaptations, and collaborative activities of administrators, regular and special education teachers, community service providers, parents and students with and without disabilities, and (e) written journals of collaborative activities. From these data, the training content will be finalized and training modules will be developed for use during training of high school staff.

The activities of Year 2 include the delivery of the training to 27 identified participants on a bi-weekly basis. The training modules will cover content in five global areas: collaboration, community collaboration, assessment, instructional strategies, and behavioral strategies.

Each training module will consist of approximately four training sessions of four hours in length. Project staff will also continue to make direct observations of the instructional activities occurring in participants' classrooms, video-record planned collaborative activities, and collect journal entries to document collaborative and instructional activities. Additional measures, including interviews and permanent product student data (e.g., grade-point averages) will be collected to document the effect of the program on the system.

In Year 3, training and evaluation activities will include the second cycle of training of the remaining 27 high school staff members by peer trainers, and the continued monitoring and evaluation of the effectiveness of the program. Measures to document the impact of the program include direct observation of instructional activities of Year 2 and 3 trainees; interviews with administrators, educational staff, community service providers, parents, and students; direct observation of planned collaborative activities; educational staff journal entries; and student permanent product data (e.g., grade point averages).

CONTACT: Regina Fokey, Department of Special Education, Pulliam Hall, Southern Illinois University, Carbondale, IL 62901.

H029A20040 (LowIncid92-IN1)

PARTNERSHIP FOR TRAINING PROFESSIONALS TO TEACH STUDENTS WITH SEVERE DISABILITIES

Bloomington, IN -- The University/Public School Partnership will use federal funds to support the training of professionals to teach students with severe disabilities (moderate/severe/profound retardation, multiple handicaps, dual sensory impairments, autism).

The design of the Partnership acknowledges the symbiotic relationship of a university training program and its practicum sites: teacher trainees are constrained by the quality of the programs in which they learn to teach. It reflects current initiatives, both in the field and in general teacher preparation at the University.

The major training foci and their inter-related activities are summarized as follows:

• INITIAL TRAINING OF CERTIFIED PERSONNEL. The goal is to prepare ten professionals each year who have the knowledge and skills to effect educational, behavioral, and lifestyle change for individuals with severe handicaps. The program is organized to require students to demonstrate competence in tasks that actually reflect the role requirements of the job. Training is heavily field based, emphasizing the performance of desired skills and activities in the environment where those activities would naturally be performed. Faculty expertise ensures that graduates will have core competencies to meet emerging demands for teachers skilled in programming for inclusion, nonaversive behavior support strategies, and planning the transition from school to work and adult life.

• MODEL IMPLEMENTATION IN LOCAL SERVICE SETTINGS. This component represents full infusion of program resources (practicum students, student teachers, university faculty supervisors) into a small number of local schools (professional development sites) where the cooperating teacher is committed to implementing the full set of best practices. This component acknowledges two basic facts: (a) that the validity of any teacher training program effort is predicated on availability of local classrooms where teachers demonstrate best practices and (b) that teachers will need support and additional resources to effect a change from the status quo to exemplary status. Each year, up to six local sites will be supported in model implementation activities.

• ONGOING PROFESSIONAL DEVELOPMENT. An ongoing professional development seminar responsive to the characteristics of adult learners will serve to maintain staff at model sites, build the capacity of area teachers who are not yet involved at model implementation sites, and coordinate the participation of special educators in local restructuring activities.

This project builds on a successful program and combines what have historically been separate model demonstration efforts with personnel preparation for inservice and preservice teachers.

CONTACT: Department of Special Education, Indiana University-Purdue, 902 West New York Street, Indianapolis, IN 46204.

PURDUE UNIVERSITY: Low Incidence Project, FY 92

H029A20025 (LowIncid92/IN2)_____

TRAINING PERSONNEL TO SERVE STUDENTS WITH MULTIPLE, SEVERE AND OTHER LOW INCIDENCE DISABILITIES

West Lafayette, IN -- This project stresses the development of functional academic, leisure, and community integration skills for students with multiple, severe, and other low incidence disabilities. It has been designed to:

- Increase the number of qualified educational professionals available to fill positions serving students with severe disabilities and other low incidence disabilities;
- Increase the number of individuals from minority ethnic and racial groups among these qualified professionals;
- Increase the knowledge and skills of these qualified professionals in the selection and use of assistive technology and in the delivery of services providing for transition from school to work.

This project represents a new area of training at Purdue University. During the four-year period of the project, an average of ten graduate students are anticipated to complete the program each year for the last three years.

CONTACT: Department of Educational Studies, Building E, Southwest Campus Court, Purdue University, West Lafayette, IN 47907.

DRAKE UNIVERSITY: Careers in Special Education Project, FY 1992

H029B20090 (Careers92/IOWA1)

COLLABORATIVE TEACHING AT THE SECONDARY LEVEL

Des Moines, IA -- This project will use federal funds to establish a new special education master's degree program which leads to certification by the Iowa Department of Education in collaborative teaching at the secondary level. This program will also provide tuition remission for 30 teachers over a four-year period.

The program has been designed with the Iowa Department of Education and supports its recent initiative on the Renewed Service Delivery System (RSDS) for Special Education Programs. The twin goals of that initiative, and of this training program, are:

- To facilitate the integration of students with disabilities into the regular school environment; and

- To provide the necessary supports so that referrals to the special education system can be prevented.

Unique features of this program include recruitment from rural areas, the intensive use of technology, and extensive field based experiences from the outset, linked to RSDS sites.

CONTACT: Marion Panyan, School of Education and Human Services, Drake University, Des Moines, IA 50311.

ASSOCIATED COLLEGES OF CENTRAL KANSAS: Careers in Special Education Project, FY 1992

H029B20028 (Careers92/KS1)

SECONDARY-TRANSITION/MILD DISABILITIES

McPherson, KS -- This project will provide preservice teacher education for special educators who will provide transition services to students with mild disabilities (behavior disorders, learning disabilities, mental retardation) at the secondary level. The project will provide a systematic plan for recruiting students into the existing Secondary-Transition Level/Mild Disabilities program offered through the Associated Colleges of Central Kansas. Part of the recruitment effort will involve stipends to support students in this program.

Students will be prepared to use both existing and emerging instructional and assistive technologies to meet the needs of adolescents with disabilities. As the preservice enrollment expands, additional practicum sites will be identified which include a full array of transition services to adolescents with disabilities, including vocational education and supported employment, support for academic transitions to postsecondary education through traditional resource room and integrated regular education services, and postsecondary services including support to college students with disabilities.

CONTACT: Jeanne Kleinhammer-Tramill, Associated Colleges of Central Kansas, 105 East Kansas Avenue, McPherson, KS 67460.

UNIVERSITY OF KANSAS: Special Project FY 92

H029K20071 (SpProj92-KS2)

ASSISTING TEACHER TRAINERS IN PREPARING MIDDLE AND SECONDARY TEACHERS TO MEET THE INSTRUCTIONAL NEEDS OF STUDENTS WITH MILD DISABILITIES ENROLLED IN REGULAR CLASSROOM SETTINGS

Lawrence, KS -- This project will develop, evaluate, and disseminate an innovative model to assist teacher trainers in preparing middle and secondary level teachers to meet the instructional needs of students with mild disabilities enrolled in regular education classroom settings. Three lines of research have been conducted by the staff of the University of Kansas Institute for Research on Learning Disabilities (KU-IRLD) that make this project possible.

First, a series of planning routes have been developed to help regular classroom teachers plan courses, units, and daily lessons. These planning routines provide a framework for making decisions regarding the selection, organization, and transformation of content for an academically diverse class containing students with mild disabilities. Second, a series of teaching routines have been developed to help regular classroom teachers help students with mild disabilities organize, understand, and remember information presented during large group instruction. In addition, teaching routines related to evaluating assignments and tasks, providing feedback, and helping students to identify their belief systems about learning have also been developed. Third, procedures have been developed to promote the infusion of planning and teaching routines into regular classroom settings.

Procedures have been developed to promote the infusion of planning and teaching routines into regular classroom settings. Procedures for developing Cooperative Study Groups have been field tested with middle and secondary level science and social studies teachers. The major purpose of the Cooperative Study Group as a training vehicle is to involve teachers in the construction of the methods, procedures, and interventions that they will use in their classes and then to encourage teachers to involve students in the construction of learning through the use of specific teaching routines.

This project is designed to integrate these lines of research into a training package for teacher trainers that will enable them to prepare regular middle and secondary level teachers to implement the planning and teaching routines that have been developed by the KU-IRLD.

Implementation of the project will take place in two major phases over a five-year period. The first phase will be carried out in Years 1 and 2. In this phase, six teacher training sites, which have a history of integrating both preservice and inservice training efforts, will be recruited to work collaboratively with the KU-IRLD staff in developing and piloting a draft of the training package. The second phase will be carried out in Years 3, 4, and 5. This phase of the project will focus on field testing the package and expanding the dissemination of the training package to additional teacher training sites and on continuing the collaboration with the six teacher training sites involved in Years 1 and 2.

The training package will be evaluated in three ways. First, each site will evaluate the current status of its current teacher training program using surveys and videotapes of teachers. Second, satisfaction will be evaluated on the training package content and process. Third, implementation plans, logs, and records will be collected that will enable an evaluation of projected and achieved implementation goals, barriers encountered and removed, and problems encountered and solved. A total of 108 teacher trainers across 36 teacher training sites will have participated in this project by the time it concludes.

CONTACT: J. Schumaker, Institute for Research in Learning Disabilities, Department of Special Education, University of Kansas, Lawrence, KS 66045.

UNIVERSITY OF MARYLAND-COLLEGE PARK: Careers in Special Education Project, FY 1992

H029B20108 (Careers92/MD2)

PREPARATION OF SECONDARY SPECIAL EDUCATION TEACHERS TO PROVIDE TRANSITION INSTRUCTION AND SERVICES

College Park, MD -- The purpose of this project is to develop, implement, and evaluate a master's training program to prepare transition practitioners who will provide services to students with mild, moderate, and severe disabilities. This two-year (four semester, 36 credit hour) program will allow the trainee to graduate with a Master of Arts or Master of Education degree and special education certification endorsement in the State of Maryland, with an emphasis on secondary and transition programming. The program includes interdisciplinary graduate level coursework and extensive field experiences. Federal funds will be used to provide assistantships to promising professionals enrolled in the program, and to support staff who will supervise practica, develop materials, teach coursework, and evaluate the program.

The goals of this program are to prepare personnel who:

- Can establish and implement individual transition plans for individuals with disabilities at the secondary level;
- Are competent in developing, conducting, and interpreting the results of functional assessment techniques related to transition planning;
- Can locate, develop and monitor vocational training sites and paid work sites for individuals with disabilities;
- Can apply the principles of behavior analysis to job training and maintenance;
- Can effectively apply instructional and assistive technology across work, residential, and social/recreational domains;
- Are competent in developing social skills training programs and natural support systems related to job maintenance;
- Are competent in designing instruction and developing support systems related to independent living;
- Are competent in supporting families of individuals with disabilities;

- Are competent in developing cooperative relationships with employers, school and adult service agency personnel and consumer advocacy networks;
- Are capable of critically evaluating and applying the experimental literature on transition practices and models; and
- Are effective advocates for individuals with disabilities at the secondary level.

CONTACT: Sherril Moon, Department of Special Education, College of Education, Benjamin Building, University of Maryland, College Park, MD 10742.

ASSUMPTION COLLEGE: Related Services Project, FY 92

H029F20086 (RelServ92-MA1)

PREPARATION OF REHABILITATION COUNSELORS

Worcester, MA -- Assumption College has received a four-year grant to prepare professional educational personnel to assist in the development and coordination of career planning, training and placement of special needs students. The project will train, at a graduate level, personnel who will be able to help direct Child Study Team members in the development and implementation of the Individualized Education Plan (IEP), with emphasis on career planning and training. Since the IEP profoundly influences vocational direction, it is logical to provide Child Study Team members with information and recommendations which maximize chances that students will be gainfully employed after leaving school. This would extend the ability of schools to relate the contents of the IEP to subsequent requirements for adult functioning, and would also provide the basis for more effective coordination with the Individualized Written Rehabilitation Plan (IWRP).

At the completion of the program, participants are in a position to function as liaisons with other school personnel, parents, community agency personnel, and personnel from business and industry. They are also eligible for certification in Massachusetts as a school counselor and eligible to take the national exam that enables them to become Certified Rehabilitation Counselors.

Students are enrolled in formal courses concurrent with supervised experiences in both a rehabilitation setting and a school setting. During the second year of study, the student participates in an Internship in a school setting under the supervision of a certified school counselor. The program prepares the professional to:

* Appraise the functional abilities of students and relate them to their educational and vocational strengths and weaknesses;

* Make recommendations concerning specific educational, prevocational, and vocational programs, courses at the comprehensive school which would aid the student in succeeding at the vocational school, alternative curriculum at the comprehensive school in lieu of vocational training, and remedial education;

* Provide assistance in educational career planning which would include attitudes and feelings, career goals, an understanding of strengths and weaknesses, and an exploration of the world of work;

* Placement services which would include assistance to other school personnel in curriculum planning, transitional and sheltered employment, competitive job placement, job modifications and restructuring, supported work programs and client instruction in job-seeking skills; and

* Coordinate services received from physicians, social workers, psychologists, and a variety of other professional personnel.

This professionally trained person also ideally serves as the coordinator of services between special education, vocational education, and vocational rehabilitation.

CONTACT: George Elias, Assumption College, 500 Salisbury Street, Worcester, MA 01615-0005; 508/755-0677.

EUNICE SHRIVER CENTER: Careers in Special Education Project, FY 1992

H029B20123 (Careers92/MA)

PRESERVICE TRAINING IN TRANSITION SERVICES

Waltham, MA -- This project will provide preservice training in transition services to special educators, vocational educators, administrators, and supervisors matriculated in two Boston area graduate schools. Selected undergraduates for the same disciplines will also be trained. The training vehicle will be a curriculum that incorporates didactic and practical experiences in transition services in two areas: educational/clinical services and systemic issues.

The specific goals of this project are to:

* Provide trainees with the knowledge base and skills necessary to prepare and implement appropriate Individual Education Plans (IEPs) and Individual Transition Plans (ITPs) that consider the needs of both the youth with disabilities and family members;

* Give trainees experience in the delivery of interdisciplinary, community based transition services;

* Provide trainees with the knowledge base and skills necessary to identify and develop responses/solutions to systemic problems that are barriers to the delivery of transition services;

* Give trainees experience in the formation of adult service policy and program planning; and

* Supply the educational system with 30 transition specialists, six of whom will represent specific special populations -- adults with disabilities and adult from linguistically and culturally diverse groups.

CONTACT: Karen Gould, University Affiliated Program, Eunice Shriver Center, 200 Trapelo Road, Waltham, MA 02254.

WAYNE STATE UNIVERSITY: Related Services Project, FY 92

H029F20039 (RelServ92-MI)

TRAINING OF RELATED SERVICES PERSONNEL IN INCLUSIVE EDUCATION AND TRANSITION

Detroit, MI -- Michigan is in the process of providing expanded opportunities for inclusive education and effective transition from school to adult life for students with disabilities. Much needs to be done to facilitate such program changes, and there is a great need for trained personnel who understand best practices. Opportunities for related services personnel to obtain skills related to inclusive education and transition for students with mild to severe disabilities are very limited in universities in Michigan, and leadership education and mentoring support are also needed for individuals from minority groups and persons with disabilities. This proposal seeks to respond to these needs through the following objectives:

1. Provide interdisciplinary education to 50 students (15 per year) in related service disciplines related to inclusive education and transition, using the following options: Graduate certificate program; interdisciplinary specializations; interdisciplinary elective courses; leadership seminars; and a summer institute.

2. Provide advanced leadership development and mentoring to 20 students (5 per year): Provide a semester internship working in inclusive education and transition projects; mentoring by staff/faculty and an Individual Leadership Development Plan implemented with support; and individually designed leadership development activities. Priority will be given to students with disabilities and/or students who are members of minority groups.

3. Impact on academic curriculum at units in Wayne State University and other universities in Michigan: Develop course modules to infuse information related to inclusive education and transition into generic courses in regular teacher education, school social work, occupational therapy, and other disciplines.

CONTACT: James Knoll, Department of Special Education, Wayne State University, Detroit, MI 48202; 313/577-2654.

UNIVERSITY OF MINNESOTA: Related Services Project, FY 92

H029F20022 (RelServ92-MN1)

INTERDISCIPLINARY TRAINING PROGRAM ON PREPARING PHYSICIANS AND OTHER HEALTH CARE PROFESSIONS TO WORK WITH SPECIAL EDUCATORS

Minneapolis, MN -- This project is a collaborative effort of the School of Medicine and College of Education at the University of Minnesota. At the School of Medicine, the Department of Pediatrics' Center for Children with Chronic Illness and Disability and the National Center for Youth with Disabilities will have the lead responsibility. In the College of Education, the Department of Educational Psychology/Special Education and Institute on Community Integration will collaborate.

The overall goal is to improve the quality of services to young people with chronic illnesses and severe disabilities through training physicians and other health care professionals to work with special education professionals. Training will be targeted at the resident and fellowship levels of physician training and the master's and doctoral levels of other health care professions.

An interdisciplinary faculty committee will develop an intensive program of study and applied experiences for project trainees. The preservice training program will include several components:

* In-depth interdisciplinary coursework that provides trainees with specific foundations, principles, and expertise in special education service practices, laws governing services, financial and funding issues impacting services and related fields;

* Development and monitoring of individual trainee learning plans in consultation with interdisciplinary faculty to assure that all trainees receive multidisciplinary advisement;

* Intensively supervised practicum experiences for trainees in exemplary secondary school and health care settings which represent models bridging health and education;

* Development of a transition consultative service model involving schools, families, and health care professionals to address the combined health/medical management and social, vocational, and community living needs of young people with chronic illness and severe disabilities at the time of transition, and

* Ongoing evaluation of trainee progress by advisors and the interdisciplinary faculty committee.

CONTACT: Robert Blum, Department of Pediatrics, Center for Children with Chronic Illness and Disability, School of Medicine, University of Minnesota, Minneapolis, MN 55455; 612/626-2796.

UNIVERSITY OF MINNESOTA: Related Services Project, FY 92

H029F20009 (RelServ92-MN2)

STATEWIDE RURAL PRESERVICE TRAINING PROGRAM FOR PARAPROFESSIONALS

Minneapolis, MN -- The Institute on Community Integration (a university affiliated program) at the University of Minnesota is collaborating on this project with the Hutchinson Technical College, the Minnesota Department of Education, and the Minnesota State Board of Technical Colleges. The project specifically addresses the skills and competencies needed by paraprofessionals to effectively serve children and youth with moderate to severe disabilities (moderate/severe mental retardation, serious emotional disturbance, multiple disabilities, sensory impairments, others) in a variety of regular education, special education, and community training environments and employment settings. Aspects of the program are also applicable to the training of paraprofessionals to serve students with mild disabilities.

Development of the training program will include several major components and activities:

- Development of training curricula and resources appropriate for ongoing use within preservice training programs statewide;
- Delivery of training through Minnesota's postsecondary technical college system;
- Recruitment of preservice trainees from rural regions of the state to assist in the ongoing delivery of training;
- Use of existing technical college delivery mechanisms, including interactive telecommunications to disperse training to rural regions of the state;
- Identification of administrative, fiscal, and other policy incentives that promote the participation of paraprofessionals in preservice training programs;
- Development of innovative retention strategies for ensuring that trained and qualified professionals remain in their positions; and
- Development and dissemination of training materials and technical reports to state and local agencies, technical colleges, school districts, and special education cooperatives to promote the ongoing delivery of training statewide.

CONTACT: Richard Weatherman, Department of Psychoeducational Studies, Burton Hall, University of Minnesota, Minneapolis, MN 55455; 612/626-8394

UNIVERSITY OF MINNESOTA: Careers in Special Education Project, FY 1992

H029B20091 (Careers92/MN)

INTERDEPARTMENTAL TRANSITION SPECIALIST TRAINING PROGRAM

Minneapolis, MN -- This project is a collaborative effort between the University of Minnesota's Department of Vocational and Technical Education and Department of Education Psychology's Special Education Program, through the University Affiliated Program on Developmental Disabilities. The purpose is to prepare a cadre of professionals in master's level graduate programs to undertake careers and assume leadership roles in secondary special education and vocational education to assist students with mild/moderate disabilities to successfully make the transition from school to postsecondary education, employment, and community living. There is an emphasis on recruitment of members of under-represented populations and on rural transition issues.

An Interdisciplinary Faculty Advisory Committee will develop a carefully structured and intensive program of study and applied experiences for trainees. Preservice and inservice training will include several components:

- In-depth interdisciplinary coursework that provides trainees with specific foundations, principles, and expertise in special education and vocational special needs education, as well as in other disciplines that address the service needs of youth and adults with mild/moderate disabilities (e.g., social work, case management services, family studies, etc);

- Development and monitoring of individual trainee learning plans in consultation with interdisciplinary faculty to assure that all trainees receive enriched multidisciplinary advisement;

- Intensively supervised practicum experiences for trainees in school settings in which innovative transition enhancement strategies are presently in place;

- Leadership training opportunities through carefully planned internships within selected state agencies (e.g., Minnesota Department of Education, Interagency Office on Transition Services, Vocational Education, State Transition Interagency Committee, Division of Rehabilitation Services);

- Ongoing evaluation of trainees' progress by advisors and the interdisciplinary faculty advisory committee; and

- Development of courses and supplemental training resources for preservice and inservice purposes.

CONTACT: James Brown, Special Education Program, Department of Educational Psychology, Burton Hall, University of Minnesota, Minneapolis, MN 55455.

UNIVERSITY OF NEVADA-RENO: Low-Incidence Project, FY 92

H029A20083 (LowIncid92/NV)_____

PROJECT PRESS

Reno, NV -- Project PRESS will prepare teachers of students with serious emotional disorders and teachers of students with severe and multiple disabilities. The first goal is to reduce the number of special educators in each of the above areas who are teaching without the appropriate certification. The four-year project will provide 30 individuals an opportunity to complete certification requirements and to earn a 39-credit master's degree.

The second goal is to increase the skills of special education teachers in the rural school districts in meeting the needs of students with serious emotional disturbance or severe and multiple disabilities. A summer institute will be held annually for 25 special education teachers from rural districts. This institute will cover topics pertaining to best practices for both groups of participants. Teachers will be provided with tuition assistance, and travel expense reimbursements will be available for teachers from rural school districts.

CONTACT: Special Education Program, Department of Curriculum and Instruction, College of Education, University of Nevada-Reno, Reno, NV 89557.

CITY UNIVERSITY OF NEW YORK Professional Partnership Project, FY 92

H029C20051 (Partners92/NY)_____

NEW YORK STATE CONSORTIUM TO PROMOTE THE DEVELOPMENT OF CURRICULAR AND PROGRAMMATIC INITIATIVES IN THE AREA OF DEVELOPMENTAL DISABILITIES

New York, NY -- This consortium is a partnership between The City University of New York and the State University of New York, in association with the New York State Education Department, the Department of Health, and the Office of Mental Retardation and Developmental Disabilities. Federal funds will support efforts to further the higher eduction and career advancement of current workers who provide services to infants, children, and youth with disabilities and their families.

This project will expand two innovative programs on a statewide basis.

- The Curriculum Development Incentive Award Program provides small grants to colleges for curriculum and program development in the field of developmental disabilities.

- The Kennedy Fellows Mentoring Program provides tuition stipends to support the higher education and career advancement of current workers in the field.

Through the consortium 21 colleges and professional schools comprising The City University and 64 institutions comprising the State University will be encouraged and supported in their efforts to establish and/or strengthen undergraduate, graduate, and professional education programs in related health education and human services disciplines to prepare individuals to work in the field of quality care and services for children and adults with developmental disabilities.

The project will develop regional consortia of the above institutions in partnership with government agencies, local public schools, private community-based agencies, unions, private foundations, parents, and consumers. A curriculum development incentives award program will be established to strengthm existing academic programs and develop new courses and career ladder training programs in special education, early intervention, and related services at the participating colleges.

Some of these are:

(1) The Medgar Evers College Early Intervention Training Program, and
(2) The LaGuardia Community College Supported Employment Training Program for Paraprofessionals.

The consortium will identify existing public and private agency and labor union personnel policies and develop new tuition reimbursement programs to facilitate

recruitment and retention of current workers into sponsored programs throughout the state. A mentoring program will be established to support higher education and career advancement of the most qualified workers enrolled in sponsored programs. The project will also develop a wide variety of supervised practicum training sites that apply state-of-the-art services and validated teaching and clinical practices.

During the first year, more than 300 worker-students will participate in sponsored programs throughout the state. Career advancement options for persons already in the field will also be improved through expanded availability of inservice training, which, in turn, will improve retention of valued practitioners.

CONTACT: William Ebenstein, Office of Academic Affairs, The City University of New York, 535 East 80th Street, New York, NY 10021; 212/794-5486

LONG ISLAND UNIVERSITY-C.W. POST CENTER Low-Incidence Project, FY 92

H029A20037 (LowIncid92/NY-2)

MASTER'S TRAINING WITH A CONCENTRATION IN AUTISM

Greenvale, NY -- This project will establish a master's degree program in special education, with a concentration in the education of children and youth with autism. Differing significantly from traditional special education teacher training practices, the program will:

- Focus on the preparation of teachers to improve instructional programs and services for students with autism;
- Include interdisciplinary coursework and experiences with a strong emphasis on the transition from school to adult roles; and
- Provide ongoing supervised field experiences throughout the training program in both school and community-based instructional settings.

A major focus will be to recruit and accommodate students from diverse ethnic, racial, social, and economic backgrounds who are working with less than full certification or outside their field of specialization. Student incentives include tuition remission and stipends; flexible programming through summer, evening, institute, and weekend courses; and varied internship options.

Two cycles of ten trainees each will earn a master's degree in special education with the concentration in autism. Courses and seminars will be delivered by an interdisciplinary faculty team. Students will learn from lecture, research, observation, and intensive supervised hands-on experiences with children and youth.

CONTACT: Department of Special Education and Reading, School of Education, Long Island University, C.W. Post Center, Greenvale, NY 11548.

NEW YORK MEDICAL COLLEGE: Low-Incidence Project, FY 92

H029A20032 (LowIncid92/NY-3)

PRESERVICE TRAINING ON TRANSITION FOR STUDENTS WITH SEVERE DISABILITIES

New York, NY -- The Graduate School of Health Sciences of the New York Medical College will develop a preservice training program on transition for students with severe disabilities (including multiple disabilities, deaf-blindness, autism, and other low incidence conditions). This program will prepare specialists to assist adolescent students (ages 15-21) in making the successful transition to community-based living, working (including supported employment), and leisure activities.

Participants will demonstrate competencies both in planning for individual students and in developing school and system level interventions to support the transition process. The program will be open to graduate and post-graduate students, including educators and related services personnel, and will support students for a 15-credit specialization sequence within the Master of Science program in Developmental Disabilities.

The specialization sequence will incorporate formal instruction and supervised practicum experiences in the following areas: transition planning, interagency planning, family involvement, promotion of self-determination, provision of best educational and vocational practices, program development and evaluation, job development, training and supervision of supported employment personnel, and strategies for linking to business and industry. A particular emphasis will be placed on strategies for meeting the unique needs of students with severe disabilities. The master's program will provide additional emphasis on research, policy analysis, legal issues, ethics, and other topics related to education of transition-aged students.

CONTACT: Linda Backus, Graduate School of Health Sciences, New York Medical College, 1249 Fifth Avenue, New York, NY 10029.

NORTH CAROLINA STATE UNIVERSITY: Low-Incidence Project, FY 92

H029A20093 (LowIncid92/NC)

PREPARATION OF SECONDARY TEACHERS IN SERIOUS EMOTIONAL DISTURBANCE

Raleigh, NC -- This project will prepare teachers of secondary grade students (approximately 15 to 19 years of age) identified as seriously emotionally disturbed. Selected trainees will take part in a one-year, full-time, intensive experience leading to the master's degree, as well as needed skills and appropriate state certification. The project's three key features are: mastery of competencies by trainees; extensive field experiences; and strong program leadership.

SED trainees will master 29 competencies specific to teaching students with SED and 61 competencies related to generic special education and secondary-grades education. The extensive field experiences will be provided through three practicum and internship courses. Trainees must practice and demonstrate achievement of competencies put forward in their methods and other courses to which the field experiences are related. These field experiences will take place in urban, suburban, and rural schools and other sites where secondary students with SED are receiving appropriate education. The strong commitment of capable university special education leaders is the third main feature of the program.

Special and intensive actions will be taken to recruit students from historically under-represented groups. Specifically, contacts will be made with key faculty members, advisors, and others with appropriate access to African American students nearing graduation from historically Black institutions in the region, as well as all 16 higher education institutions in the North Carolina university system.

CONTACT: Douglas Cullinan, Department of Curriculum and Instruction, College of Education, North Carolina State University, Raleigh, NC 27695-7801.

UNIVERSITY OF OREGON: Special Project FY 92

H029K20060 (SpProj92-OR2)

PROJECT REFER: REFERRAL AND EVALUATION PROCEDURES FOR EDUCATION AND REHABILITATION PROFESSIONALS

Eugene, OR -- Evaluation for vocational rehabilitation (VR) services is identified consistently as one of the services most needed by students upon leaving school. The barriers cited most often as preventing students from receiving this service are (a) poor or inaccurate perceptions of vocational rehabilitation by school staff, students and parents, and of schools and students in transition by vocational rehabilitation staff; (b) ineffective use of school records and school staff as sources of relevant, functional information on students' job-related strengths and needs; and (c) nonexistent or ineffective procedures to structure the collaboration of school and rehabilitation staff throughout the screening, referral, eligibility determination, and IEP/IWRP planning process. This project will address these issues.

Project REFER will develop and disseminate materials and procedures that can be used by school staff and vocational rehabilitation counselors as they collaborate to serve students with disabilities who are in transition from school to the community. REFER materials and training will be organized and developed to systematically address each of the barriers identified above. Specifically, the REFER package of materials and training will be organized and developed to accomplish three major objectives:

1. To increase the appropriateness and readiness of students referred to vocational rehabilitation by increasing the awareness and knowledge that school staff, students and parents, and vocational rehabilitation staff have of each other, and of the resources available in schools and rehabilitation agencies.

2. To increase the relevancy and utility of the school-based information available for eligibility determination and IEP/IWRP planning purposes by structuring the collection of information from school records and school staff to focus on students' functional strengths and needs related to achieving post-school goals.

3. To increase the information and support available to students and parents throughout transition planning and vocational rehabilitation processes by structuring the collaboration of school and rehabilitation staff during the screening, referral, eligibility determination, and IEP/IWRP planning process.

Across the four years of this project, 400 school and rehabilitation staff will receive inservice training and technical assistance to use REFER materials and procedures. An additional 100 school and rehabilitation staff will receive training through the national dissemination efforts that will occur in year 4 of the project. Materials and procedures will be disseminated through a statewide network of community

transition teams, ensuring that the project's training and dissemination activities will be comprehensive and statewide in scope.

The project is co-managed at the state level by the Oregon Vocational Rehabilitation Division, the Oregon Department of Education, and the University of Oregon.

CONTACT: Michael Benz, Division of Teacher Education, University of Oregon, Eugene, OR 97520.

UNIVERSITY OF UTAH: Leadership Project, FY 92

H029D20010 (Leadership92/UT)

Salt Lake City, UT -- This Leadership Training Project will use federal financial assistance to support preparation of advanced graduate students in special education. The focus of the program is to prepare individuals who can assume leadership positions in higher education and other educational and community service agencies. The curriculum is designed to develop competencies in two general areas: (a) exemplary programs for individuals with disabilities, and (b) research and teaching. These two areas are further divided into ten competency strands:

EXEMPLARY PROGRAMS FOR INDIVIDUALS WITH DISABILITIES

- Strand 1: Disability policy and law
- Strand 2: The least restrictive environment
- Strand 3: Transition from school to adult life
- Strand 4: Transdisciplinary collaboration
- Strand 5: Instructional technology in the education of students at risk and with disabilities.

RESEARCH AND TEACHING

- Strand 6: Research design, methodology and ethics
- Strand 7: University teaching
- Strand 8: Instructional technology in the delivery of distance teacher education and graduate programs
- Strand 9: Facilitating implementation of best practices in education and community service agencies
- Strand 10: Extramural funding

The project will combine coursework and extensive field experiences to support the development of competencies in each of these areas. It will build on existing cooperative relationships with state and local education agencies and community service agencies to accomplish its objectives.

CONTACT: Department of Special Education, College of Education, Milton Bennion Hall, University of Utah, Salt Lake City, Utah 84112.

VIRGINIA COMMONWEALTH UNIVERSITY: Special Project 92

H029K20142 (SpProj92-VA3)

PROJECT PROFESSOR

Richmond, VA -- This project is designed to train teams of teacher educators from universities and colleges across twelve states to serve as trainers within their respective institutions and consortium areas. The ultimate goal is that intervention strategies will be incorporated into education courses for preservice students who, in turn, will provide services to secondary-level students with disabilities and students at-risk who (a) are entering the pre-referral process, (b) are making the transition into the mainstream, (c) are presently served in the mainstream, or (d) have been phased from special support services back into full-time regular education classes. The project will:

* Develop a trainer-of-trainers program to assist college and university teacher educators in incorporating into their education courses intervention strategies to be used with secondary level students with mild disabilities and at-risk youth served in regular classrooms and vocational education settings;
* Field test the training program within Virginia;
* Train teacher educator teams in eleven additional states; and
* Disseminate the program throughout the nation.

The project will be developed in four cycles, each lasting one year. During Cycle 1, a trainer-of-trainers program will be developed, which will include training videos and a trainer's manual. The content of the program will be based on extensive research and will feature a model for adapting the learning environment which provides intervention strategies for secondary mainstreamed students. This model focuses on instructional adaptations for teaching techniques, media, content, and evaluation procedures to ensure that the instruction delivered in regular education classes meets the needs of the mainstreamed youth and those students who are at-risk for school success. This training program will be field tested in Virginia (Cycle 2) and modifications will be made, as needed.

In Cycles 3 and 4, universities from eleven selected states will serve as hosts for three-day training institutes. Participants in training will include teacher educator teams from regular and special education, vocational education, educational administration and guidance at each institution. After training, the teacher educator teams will: (a) incorporate the strategies into their education courses; (b) train the faculty within their respective institutions; and (c) serve as technical assistance providers for the school districts within their consortium. Technical assistance will be provided to all universities participating in the training.

CONTACT: Judy Wood, Department of Special Education, Virginia Commonwealth University, Richmond, VA 23284; 804/257-1305.

UNIVERSITY OF WASHINGTON: Special Project FY 92
(2nd Competition)

H029K20385 (2ndSpProj92-WA)

A VIDEODISC-SUPPORTED VOCATIONAL TRANSITION COMPONENT FOR SECONDARY SPECIAL TEACHER PREPARATION PROGRAMS

Seattle, WA -- In order to facilitate the vocational preparation of their students, secondary special educators need to become versed in the conceptual implications and the processes of transition planning and functional vocational assessment. Beyond remediation in basic academic skills, they are going to have to become knowledgeable about vocational and occupational education curricula. Further, consultative and collaborative teaching will need to be carried to a new level of understanding in order for special educators to be able to assist vocational and occupational educators to accommodate students with disabilities as they proceed through, and complete entire programs of study toward, occupational self-sufficiency.

Over the past several years, the University of Washington has collaborated with a local school district, under the auspices of federal and state grants, to improve transition planning, communication, and collaboration between vocational and special educators, accommodations for special education students in vocational education, and, ultimately, the transition of these students into the world of work. These efforts have resulted in substantial improvement in the employment status of the district's special education graduates.

In this new project, the University proposes to capitalize on what has been learned from these inservice demonstration projects, and to utilize the accommodation training units of a current project to develop a preservice vocational transition component which can be adopted by, or adapted into, the secondary special teacher preparation programs of the undergraduate and graduate teacher preparation programs across the nation. The Vocational Transition Component will use interactive video-disc based instruction to enhance the "stand alone" capabilities, and thereby the adaptability of the training units. As envisioned, the full component will be delivered as part of the secondary methods course sequence (e.g. two courses plus practicum). However, units of the Vocational Transition Component will be designed so that they can be selectively embedded within existing course, practicum, or student teaching structures.

The content of the Vocational Transition Component will encompass four major competency areas:

- Functional vocational assessment (videodisc support to be developed);
- Vocational transition planning;

- Vocational-special educator collaboration (videodisc support currently in development and to be developed); and
- Accommodation of special education students in general vocational education (videodisc support units developed).

During Year 1, the project will poll a sample of 45 representatives of special teacher preparation programs through a combination of telephone interviews and document reviews to determine (a) their current secondary special teacher preparation curricula and delivery systems, (b) the conditions under which the proposed Vocational Transition Component or its units may be adopted or adapted, and (c) the interest level of its faculty in participating in designing and field testing the component or its units. The Vocational Transition Component will be designed with the advice of inservice special and vocational educators, representatives of selected special teacher preparation programs from the colleges polled, and faculty of the University of Washington.

During Year 2, the project will produce the functional vocational assessment videodisc unit and prepare all of the supporting student instructor guides and materials. The prototype will be formatively tested as it is implemented in Central Washington University's special teacher preparation program. During Year 3, the revised Vocational Transition Component, or its units, will be adapted and field tested in three additional special teacher preparation programs.

CONTACT: James Affleck, Department of Special Education, 103 Miller Hall, DQ-12, Seattle, WA 98195.

WEST VIRGINIA UNIVERSITY: Related Services Project, FY 92

H029F20087 (RelServ92-WVA)

TRAINING OF SCHOOL GUIDANCE COUNSELORS AND REHABILITATION COUNSELORS

Morgantown, WVA -- West Virginia University's Special Education Department and Department of Counseling Studies have designed a collaborative program to improve the quality and increase the quantity of professional counselors prepared to serve individuals with disabilities in rural areas in the transition process. Through coursework in special education and transition skills competencies, followed by an externship, the program expects an outcome of 20 cooperating team counselors each year (60 over the three-year project). Key features of the project include measuring the impact of services on individuals with disabilities, expanding the capacity of state systems and agencies to offer externships, and institutionalization of the program into university graduate offerings.

CONTACT: Wilfred D. Wienke, Department of Special Education, College of Education, West Virginia University, Morgantown, WVA 26506; 304/293-4142.

UNIVERSITY OF WISCONSIN-MADISON: Special Project FY 92
(2nd Competition)

H029K20310 (2ndSpProj92-WI)_____

PROFILES OF EXEMPLARY TECH PREP PROGRAMS

Madison, WI -- Tech Prep programs supported by the Carl D. Perkins Vocational and Applied Technology Education Act offer opportunities for participants to learn skills that pay a living wage. Special educators, vocational educators, regular educators, current and former special education students, vocational rehabilitation counselors, and parents of students with disabilities can expand career preparation options available to current and former special education students and strengthen transition if they have access to current, detailed descriptions of exemplary Tech Prep program designs that serve special education students in an exemplary fashion. Accordingly, the objectives of this project are to:

- Identify, screen, select and evaluate support services, instructional methods, and curricula used by eight consortia of secondary and postsecondary educational institutions nationally that serve current/former special education students in exemplary Tech Prep programs.

- Prepare eight detailed written profiles of the program design, instructional techniques, support services and other elements that each exemplary Tech Prep program uses to enroll and graduate current/former special education students. Each profile will include a description of outreach/enrollment procedures, educational assessment and planning procedures, curricula, academic and nonacademic support services, computer based and other instructional approaches, career planning and counseling, administrative structure, faculty inservice training, fiscal considerations, post-program/post school follow-up and follow-along strategies, community integration strategies, evidence of the program's effectiveness, and any other factors associated with effective implementation of Tech Prep, including appropriate educational support services for current and former special education students.

- Disseminate these profiles to instructors, student services personnel, special needs support staff, administrators, teacher trainers, special educators, vocational educators, vocational rehabilitation counselors, representatives of parent/advocacy organizations, and others throughout the country by training approximately 600 representatives of these groups in the contents of the eight profiles, and techniques to use in organizing and delivering inservice training on this material to others. An indirect but intended outcome of this effort is also to provide information needed by these individuals to improve the effectiveness of their advocacy for Tech Prep options for current and former special education students.

- Provide follow-up training and technical assistance to other consortia of Tech Prep providers who wish to adapt/replicate the exemplary approaches profiled through this project.

- Evaluate the impact of the training, publication, and technical assistance on enrollment in Tech Prep programs, completion rates, and subsequent employment status of current/former special education students.

CONTACT: John Gugerty, Center for Education and Work, 964 Education Sciences Building, University of Wisconsin-Madison, 1025 West Johnson Street, Madison, WI 53706; 608/263-3415.